The Educational Weekly.

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S. R. WINCHELL,
JEREMIAH MAHONY, } EDITORS.

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CHICAGO, THURSDAY, FEBRUARY 27, 1879.

Editorial.

The offer of Premiums for New Subscribers, which stands in our columns from week to week, is more liberal than that made by any other publishers in the country. The premiums are not cheap and unsalable editions of books which are printed on purpose for premiums, but the subscriber (or agent, as he becomes in this case,) may select *any book published*, and we pay the postage besides. Do you want *any book?* Here is an easy way to get it. It will not cost you a cent. And by getting it you are benefiting three other parties—the publishers of the book, the publishers of the WEEKLY, and the new subscriber, besides yourself. This is an excellent way to make business lively, and help dispel the "hard times."

According to the report of the Society for the Prevention of Cruelty to Children in the city of New York for the past year, the startling fact is developed that during the year, 6,950 arrests were made of persons under sixteen years of age in that city. Many of these were for serious crimes. Of the entire number brought before the police courts, 729 were under seven years of age, and a majority were actually under fourteen years. The resources of the Society being limited, not more than 800 of these waifs were cared for under its humane auspices. These figures are astounding in view of the colossal dimensions of the public school system of the metropolis and the number and variety of its benevolent institutions. But when it is remembered that New York tolerates 8,000 dram shops, or one to 125 of the population, the astonishment ceases. There are 489 churches, or one to every 2,145 of the population. The churches cost $5,000,000 annually, while the money spent at the dram shops is estimated at $60,000,000. Three-fourths of the annual cost of pauperism, crime, the police and other courts is charged to the liquor traffic. The license fees amount to $300,000.

The Congressional library contains no less than 352,655 volumes of books, besides about 120,000 pamphlets. The number of volumes added in 1878 was 21,537; of pamphlets, 11,689; maps and charts, 2,344. The problem of administering so extensive a library within such narrow and unsuitable quarters, Mr. Spofford thinks "has become increasingly intricate and distressing." The volumes crowd the alcoves, occupy the seats, and overflow upon the floors. Temporary storage has been secured in the dark, unoccupied apartments beneath the Capitol. But our statesmen at Washington are economical and cannot afford a fire-proof building for such priceless treasures as half a million books and pamphlets.

The foreign pedagogical museums on exhibition at the Centennial in 1876 served the purpose of drawing attention in this country to the great importance of such means of instruction. The old adage that seeing is believing is forcibly verified in the employment of these invaluable adjuncts to school work. We have a vast amount of verbal iteration and reiteration that might be avoided to the great relief of teachers and pupils by the judicious use of museums even of limited extent. Every school may, under wise management, acquire a collection suited to its wants without any serious expenditure of money. Specimens of the rocks, soils, woods, plants, and animals of the neighborhood may first be secured in duplicate. The duplicates may be employed in the enlargement and variation of the collection through a judicious system of exchange with other localities. Under the direction of an intelligent and industrious teacher, the work of collecting, identifying, and arranging the specimens according to their proper classes may be performed by the pupils. Such work as this is vastly more useful and inspiring than much of the humdrum routine now in vogue. It cultivates the observing powers, excites the interest, and exercises the hands of the pupils, thus opening the way to the more active industrial vocations in which a great majority of the children of our common schools must eventually be engaged. The simple truth is that under a wise and rational method of teaching even the so-called common branches, the American child may be gradually and surely, almost imperceptibly, initiated in the preliminaries of his future calling. Nothing can be more salutary than the influence of museums acquired through the visual and manual dexterity of the children themselves, under the inspiration and guidance of a live teacher.

While the school system of Chicago is groaning in the throes of parturition, endeavoring to produce a graded course for grammar and primary schools, would it not be well for it to try to give birth to some substitute for the ridicul(o)us mus(s) such as the present curriculum in the division high schools undeniably is, especially in its relation to the Central High School? In this respect it is a *cul de sac*. It begins anywhere and ends nowhere. "No thoroughfare" is the sign set up at every turn.

"Old Dog Tray," "Nancy Till," "Nelly Bly," "Jim Crack Corn," "I Bet my Money on the Bob-tail Nag," and so forth. Now if systematic instruction in singing is dropped, what shall we do? We have no Stephen Foster now; nor have we any simple jolly darkies in these dull post-emancipation and reconstruction days. Rather than teach without general a director of music, the teachers of the city would contrbute one-half of one per cent of their already reduced salaries, and pay Mr. Blackman $2,500 a year.

THE LOST KIDS.

"The city employs in its schools three special teachers,—of German, drawing, and music,—at a salary of $1,200 each. Adding the pecuniary value of the time given to these branches by the division teachers, Inspector English finds that the total cost of drawing is $50,000 and of music $50,000 per annum. The city also maintains a central and three division high schools, at a large expense, the total number of high school pupils last year being fifteen hundred and ninety-eight. All this would not only be well enough, but might be highly laudable were it not for certain other facts. The number of children between 6 and 16 years of age in this city is about 87,000. The total number of pupils enrolled in the public schools last year was 55,109. The number of sittings in school buildings owned by the city is 37,489. Rented buildings contain 4,800 more seats, making a total of 42,229. The double-division system was invented to give two children half a day of schooling each rather than to give one a whole day and the other nothing. Last year the number of double divisions was fifty, and the pupils enrolled in them was 7,832. These can go to school but half of each day. Eleven new twelve-room buildings with 8,000 seats are needed to accommodate the children now attending school, not to speak of the 32,000 who don't get the benefit of even half-day schools. Want of money is the only reason why these additional buildings are not erected. Whether thirty or forty thousand children shall be deprived of a education for the sake of giving music, drawing, and German to the other pupils and to enable sixteen hundred pupils to attend a High School, is the question of the day."—*Chicago Times.*

For the present we omit the discussion of the subjects of Drawing and German. But in the question of high schools, with all the friends of the public school system, we have a keen and vital interest. Of the 87,000 children between 6 and 16 years of age, 55,000 were enrolled in the public schools and 18,000, attended private schools, leaving 14,000 to be accounted for. Now, if we were a statistician or a social scientist, we might be able to tell exactly what these children are doing, or where they are hidden away, in a great city like Chicago. But we would timidly suggest that there is nothing in the above figures to induce a statesman to commit suicide, or compel a philanthropist to burst a blood vessel.

It is all well enough to have a good round school census. We get our portion of the state dividend on that basis. It is all very well to have a large cavalcade of street Arabs under the noses of the community. Their existence is too evident, and unwitingly they help us toward our appropriations for new buildings, which end is a very desirable one, since there is no such thing as a school-house being built in Chicago without its being filled to suffocation at the first jingle of the call-bell. But we protest against the manipulation, distortion, and direction of these figures into arguments against our admirable high schools, or against the features of our system which make it respectable and commend it to the better portion of our citizens. Suppose there are 14,000 children on the streets. With the high schools abolished, the number would be 40,000; for the incentive to children to stay in school till the completion of the course would be wanting. There would be no Eighth Grade, which is mainly review and drill for entering the High School. The pupils would leave or go to feed private or sectarian schools and "colleges," which is just what many of our philosophical friends would like to have them do. There would be no grammar department worth mentioning in such an acephalous system. There would soon be no children of well-to-do parents in schools whose course was limited to the bare rudiments. The schools would be soon as disreputable as they were before the establishment of the High School in 1856. The private and denominational "higher institutions," that would grow up on the ruins of the High School, would have their own preparatory departments. Then our public schools would become ragged-schools, pauper schools, like the Charter schools of Great Britain. This everybody knows who knows Chicago, its public schools, its High School, and the latter's history and influence; aye, everybody knows it, and none better than the demagogues who are plotting the overthrow of the high school and the degradation of the whole system.

Now, to dispose of the missing 14,000. We invite any person of common sense, which of course excludes statisticians, to fill the blanks in the following, and then consider if in a city of 450,000 inhabitants, 14,000 children may not be thus distributed:

THE LOST KIDS.

1. Number taught at home by mothers that are not strong-minded,
2. Number crippled and imbecile. . . . . .
3. Number drowned and run over during vacation before being enrolled. . . . . .
4. Number taught by governesses or private tutors . . . . . .
5. Number of boot blacks . . . . . .
6. Number of news-boys. . . . . .
7. Number of hired nurse-girls . . . . . .
8. Number of juvenile thieves . . . . . .
9. Number of boys who must go with their fathers' dinners and cannot be enrolled. . . . . .
10. Number of professional truants . . . . . .
11. Number of girls who take care of baby brothers or sisters . . .
12. Number of girls who keep house for widowed fathers . . . . .
13. Number of girls who must stay at home to help mother wash . .
14. Number of girls who take pants and vests to the tailors . . . . .
15. Number of boys in box-factories . . . . . .
16. Number of boys in cigar factories . . . . . .
17. Number of boys in chair factories . . . . . .
18. Number of boys in soap factories . . . . . .
19. Number of boys in stores . . . . . .
20. Number of errand boys. . . . . .
21. Number off for religious instruction . . . . . .
22. Number out of health . . . . . .
23. Number visiting in country. . . . . .
24. Number frozen out by our *awfully* good discipline . . . . . .
25. Number out for want of proper clothing . . . . . .
26. Number out for want of books, being too proud to take Fund Books,
27. Number too dull to keep up and ashamed to be put down . . .
28. Number out because their teachers are as "sassy" as their own mothers. . . . . .
29. Number too smart to go to school, chiefly children of teachers . .
30. Number of idiots . . . . . .
31. Number engaged in 1,001 occupations to be had in a large city,

Total 14,000

Will the kind philanthropists set their wits to work to alter any of the above not very abnormal conditions, and *please* let the High School alone? It is not in their grade of intelligence.

The custom of sending the catalogs of female seminaries, normal schools, and other institutions attended by the fair sex to every applicant without discrimination, is one more honored in the breach than the observance. These documents are not infrequently sought by depraved schemers for the destruction of young women, through the distribution of obscene publications

and correspondence. This fact is no longer a secret, having been established beyond question through the investigations of the Society for the Suppression of Vice, of which Mr. Samuel Colgate of New York is President, and Anthony Comstock Secretary. Better refrain from sending your catalogs to all doubtful parties. Better still, refrain from publishing ponderous catalogs with long and useless lists of names and post-offices, and depend upon far less expensive and more effective circulars and advertisements in reputable newspapers and high-toned periodicals. We confess never to have seen either the utility, economy, good judgment, or even good taste displayed in this ostentatious array of names, of no possible interest to any person beyond those immediately concerned. Be this as it may, there can be no doubt as to the wisdom of the suggestion to refuse catalogs to irresponsible applicants, or else omit the publication of all names therein.

STILL HARPING ON MY DAUGHTER.

H. H. Belfield, Chicago.

MY apology for offering a few remarks on this subject is the fact that a late number of the Weekly contains a record of three instances of legal proceedings against three pedagogues from their use of the rod.

It is not necessary, I suppose, to argue the affirmative of the following propositions, viz.: that the teacher punishes only from the best motives; that parents are generally willing to submit their children to just and judicious chastisement; that the law sustains a teacher in administering such punishment; that a "sound thrashing," sometimes even a severe one, is frequently that thing above all others which the pupil needs, and which may be the means of preventing his ruin.

But while there may be no question in regard to the teacher's right, the parents' willingness, and the pupil's need, there is, I think, a question touching the teacher's duty. I maintain that in the public schools as at present constituted the teacher should never, under any circumstances, resort to the rod. It is no part of the business of a teacher *to flog*. The profession has been brought into disrepute by the willingness of teachers to do this dirty work, from which their finer nature always shrinks. The "loco parentis" doctrine is in this respect a fraud upon the teacher. The parents' willingness to transfer to the teacher this disagreeable parental duty is no reason that the teacher should assume the task. Some parents, if we can judge from the appearance of their children, are willing to have the teacher wash them and black their boots.

What then shall be done with the pupil whose presence is a hindrance to the progress of the school? *Put him out.*

I grant that this is more easily said than done. Parents have so long freed themselves from the responsibility of the behavior of their children by casting it upon the teacher; school boards have so long regarded teachers as "hired" to do double duty; teachers have so long tacitly consented to stand *in loco parentis*, that considerable effort is necessary to enlighten parental and official minds, and some friction may result from the attempt. But I imagine that the average pedagogue would prefer to be censured for refusing to punish, rather than to be arrested and tried because he has punished. And he incurs the risk of the latter every time that he strikes a pupil.

There is no more sense in permitting a school to be disturbed by the pranks of a mischievous boy than there is in allowing a church service to be interrupted by a rowdy of larger growth. The preacher would be justified by law in securing order by pounding the ruffian; but he would be regarded as having departed from his dignity. No less, but rather more, does the teacher degrade himself by striking a person younger and weaker than himself.

The experience of the Chicago schools has proved that the schools of a large city can be successfully conducted without the rod. And I am glad to observe that the present Superintendent, in his category of punishments, places the rod *after* suspension. I think that remands it to the parent, to whom it belongs.

Closely connected with this subject is another, upon which I have written at some length elsewhere, and which I will mention here.

The practice of opening the public school-room to all, indiscriminately, is pernicious to the individual character and to the welfare of the state. We admit all between certain ages, with the single condition of freedom from contagious disease. The moral condition of the applicant is not considered. He may be a known thief, a liar, profane and obscene in language, indecent in habits, there is no law to refuse him admittance. Thousands of graduates of our public and private schools carry stains on their moral natures caused by unwilling contact with the filth of school companions. What is the remedy? The establishment of schools for those of immoral character renders them unfit to associate with the mass of school children. There should be something between the public school and the prison. The reform schools, excellent in their place, do not satisfy this demand. The pupil whose expulsion from school is necessary to the progress or safety of his mates should neither be cast into the streets nor committed to jail. There should be a school designed specially for his class, in which the instruction and discipline should be suited to his case. Here, if in any school, is the proper place for corporal punishment.

But the establishment of such schools is not in the hands of teachers. Not immediately; but if teachers would make their power felt, such schools would soon exist. It is the duty of teachers to enlighten school boards and the public generally in regard to the condition and needs of the schools. As long as they keep silent, there is little probability of improvement.

There is danger that the public schools in large cities will degenerate; that they will lose the confidence of the better class of citizens, and that the great benefits resulting from the coeducation of all classes and creeds of our people will be lost to the commonwealth.

CHICAGO NOTES.

CHICAGO OR SAN FRANCISCO?

(From San Francisco School Report of 1878.)

The schools of San Francisco are good. They are not the best in the country, but they are among the best. We have some poor teachers and poor teaching. We have some buildings that are unfit for school purposes and unworthy of a great city. Our Board of Education and our teachers are only moderately progressive.

(From Chicago School Report of 1878.)

The board is fortunate in having the services of Mr. Duane Doty as Superintendent, and Mr. Edward C. Delano as Assistant Superintendent of Schools. They are eminent educators, proud of their profession, progressive in their ideas, and devoted to the welfare of the schools. The corps of teachers in the service of the Board is composed of men and women of high professional standing who have the success of the schools at heart and are faithful in the discharge of their duty. To them the present excellent condition of the schools is mainly due, and they are entitled to commendation for their zeal and efficiency.

Hurrah for Chicago!!

(Another extract from the same.)

The statement is often made that teachers' salaries are higher in this city than in other cities. I have given this subject some thought and have come to the conclusion that the salaries paid in San Francisco to male teachers are moderately liberal, while those paid to female teachers are the highest in the world

(Another extract from the same.)

Their [the teachers'] compensation has been reduced 25 per cent during the past two years, and this year they are obliged to suffer a farther reduction of 8 per cent discount on the portion of their salaries paid in city scrip.

Wait! Hold on! Let 's not hurrah. It is a question whether the stomach of a Chicago teacher could support a three times three and a tiger. But with no pay from December till April,

With scrip discounted 8 per cent,
How we should smile with bland content,
Yea, how our bosoms should heave with thanks

that we have the commendation and appreciation of the public!

The following shows the relative salaries paid to employes in the School Department and in the other departments of the city government in 1873-4 and 1878:

School Department.	*1873-4*	*1878*	*Per ct. of Red'n.*	*Other Departments*	*1873-4*	*1878*	*Per cent of Reduction.*
Superintendent,	$4,000	$3,000	25	Mayor,	$4,000	$3,700	7 1-2
Ass't Sup't.	2,750	2,250	17 9-11	Sec'y,	1,600	1,900	18 3-4 *increase.*
Special Tch'r of Music,	2,200	1,200	45 5-11	Police,	1,200	1,000	16 2-3
Principal High School,	3,000	2,250	25	City Clerk,	3,500	3,250	7 1-7
Prin's Gram. Schools,	2,200	1,550	34 8-13	Deputy,	2,500		
Head Assistants,	1,000	750	25	Comp'r,	4,000	3,500	12 1-2
	2,500	1,500	40	Fire Msh'l	3,500	3,600	2 6-7 *increase.*
	2,200			Sup't			
Asst's in High Schools	1,500	1,000	33 1-3	of			
	5,100	750	31 9-11	Police,	3,500	3,600	2 6-7 *increase.*
	800	650	18 3-4	Hlt'h Com.	2,500	3,000	20 *increase.*
	750	600	20	Corporation			
Ass'ts in Gram. Sch's	650	500	23	Counsel,	6,000	5,020	16 2-3
	550	400	27 3-11	City Att'y,	5,000	5,000	No change.
	500	350	30	P'lice Jus.			
				North Dv.	1,500	1,500	" "
Clerk of Board,	2,500	1,800	35 5-7	South Div.	1,500	2,500	66 2-3 *increase.*
B'ld'g and Supply Agent,	2,500	1,875	25	West Div.	2,000	2,500	25 *increase.*
Asst. Clerk,	1,000	800	20	Supt. H. C.	4,000	4,000	No change.

What have teachers done that they have been made the victims of the reign of economy? Is it because they are mostly women? Is it because they do not vote? Let us hear from the city fathers on the subject.

OUR GRADED COURSE.

While the graded course is being elaborated, both teachers and principals are somewhat at a loss to decide how to adapt their work to the grading recently published, and yet have any honest promotions this year in the grammar department. The uncertainty in the Eighth Grade has been removed by a vote of the Principals' Association, omitting Duodecimals, Averaging Accounts, Alligation Alternate, the Progressions, and Cube Root. But in the grades below the Eighth, it is all a muddle. No principal knows what any other principal is doing, and many do not know what they are doing themselves. It is a game of blind-man's-buff, in which all are blindfolded. Some adhere to the old grading, examining according to the highest possibilities; some examine according to the new grading, picking up a question or idea suggested by it, after the fashion of a flock of Mother Carey's chickens pecking for crumbs in the wake of a ship; some examine up to the highest possibilities of the published new grading, and condone the low averages in arithmetic, passing the children by special grace.

All these ways are wrong, and will react injuriously upon the schools. There is no such thing as working up literally to the requirements of the new grading, for by it the course was advanced in some grades one, and in some grades two years. It will not be right to have no promotions this year. It is not right to pretend to work in the new grading in such a manner as giving questions like the following: "Count by 11's to 100; count ½ to 10," for *written* examination. It will result disastrously to have different schools pursuing different courses, for this will eventually ungrade the schools. The best course to follow is to work not under, but up to, the new course; *i. e.*, to go on with arithmetic and examine as far as the class have gone when they are up to grade in the other studies. Until the Committee on Mathematics publish their encyclical, the following may be suggestive:

FIRST GRADE.—New course, omitting the longer tables.

SECOND GRADE.—Former course strictly adhered to, especially in the matter of tables.

THIRD GRADE.—Multiplication table completed, operations in simple denominate numbers, and the text-book to page 54, omitting long division and problems involving more than two processes.

FOURTH GRADE.—Text-book to page 144.

FIFTH GRADE.—Factoring, Cancellation, G. C. D., L. C. M., and Common Fractions.

SIXTH GRADE.—Decimals and Compound Numbers.

SEVENTH GRADE.—Percentage and its applications to Banking.

EIGHTH GRADE.—Text-book completed and reviewed.

The exigencies of different schools may require a different distribution of the work, but the above, we fancy, will be a fair guide until more light from official luminaries is vouchsafed us.

Practical Department.

PURE AIR IN THE SCHOOL-ROOM.

By C. W. LEFFINGWELL, D. D.

SECOND ARTICLE.

I TAKE the following from articles in the *Scientific American Supplement:*

"The best known among these eminently dangerous gasses are carbonic oxide, sulphuretted hydrogen, sulphide of ammonia, sulphurous acid, caprylic acid, and probably a Protean host of other volatile excretions from lungs and skin. These very rarely exist in any school-room in a proportion so large as is common in the case of carbonic acid; but their presence is appreciated by the senses much more readily.

"There are in addition to these gases the various forms of *dust*, organic and inorganic, from the wooden floors, the leathern shoes, the cotton or woolen clothing, the decomposing dirt of the streets, which is brought in on shoes and clothes. In the ordinary ill-ventilated school-room this dust not only floats in the air when first liberated, and is stirred up afresh from the floor by every motion of the feet, but it clings to the walls, and is absorbed by the porous plaster, so that the scrapings of the walls of a typically bad school-room have, when moistened, yielded a horribly offensive mass of putrefaction."

"Calculations have been made which show that, theoretically, about 3,000 cubic feet of fresh air per hour per individual should be afforded to preserve the air in a confined space at the required degree of freshness; but, in our climate, a careful practical examination of the condition of rooms in barracks and hospitals, judged of by the test of smell, shows that arrangements which appear to provide for a much less amount than that obtained by theoretical calculation, will keep the air of the rooms in a fair condition. These results have pointed to about 1,200 cubic feet of air per hour per individual."

The estimate is not, I think, too high. Perhaps for the school-room which is used only a few hours each day, we may reduce it to 1,000 cubic feet per hour.

One of the rooms mentioned in a former article contained 33 children and a teacher. These would require 34,000 cubic feet of pure air each hour. The room is 24x20x10, giving 4,800 cubic feet. Our estimate would require the air to be entirely changed every eight minutes, to keep it in "fair condition." This could not be done in such a small and crowded room without dangerous draughts.

But the room has no ventilation except through the cracks and up the stove-pipe. If it were absolutely air-tight, it would require but four minutes for the 34 persons to contaminate the air to the standard of "admissible impurity." In a half hour it would be intolerable. As it is the air must be dreadfully impure even in very cold weather, when the leakage is most rapid. In moderate weather, when the temperature outside is only a few degrees colder than within, but cold enough to require all the openings to be closed, the condition of the air must be simply appalling, to one who knows anything of the vital processes. The air is breathed and re-breathed; the impurities of the body are returned to it; the blood is blackened, the brain is benumbed, the nerves are paralyzed, digestion is hindered; destructive metamorphosis of tissue is suspended, the circulation is sluggish, the tide of the life current ebbs; with reduced vitality

the children are unable to stand a little exposure, and become the easy prey of some contagious disease.

I do not think the picture is overdone. I believe that a large percentage of mortality among children, in the changing seasons, is chargeable to the enfeebled vitality which comes from breathing impure air at home and at school. They are shut up in close rooms. They eat and sleep and study in foul air. They live and move and have their being in the poison of human exhalations. They die,—and we moralize about the mysterious providence of God!

But what shall we do about it? We cannot get the contract for rebuilding the school-houses; we cannot make five thousand cubic feet to be ten thousand; we cannot refuse to receive the pupils that are sent to us. But we can do something to mitigate the evil of impure air in the school-room. We are bound to do it in self-defense as well as for the sake of the children. We cannot afford to go on breathing our own breath, even if our pupils could endure to breathe theirs.

1. Ventilate the subject of ventilation. Teach it as thoroughly as you teach morality. Talk it as zealously as you talk social reform. Preach it from house to house.

2. A few dollars wisely expended will provide means of ventilating an old school house; and school boards will furnish the few dollars as soon as they realize that it will pay. It costs but little to construct a flue from the outside to open under the stove, by which pure air may be introduced. The best escape flue for the foul air is the chimney. Carry the stove pipe up in the chimney to the very top. This will keep the flue warm and secure a good draught. Make the opening for the foul air to pass into the chimney *near the floor*. If the chimney is "hung on nothing in the air," get it built up properly from the ground.

No heat is wasted by this method; the air delivered under the stove rises as it is warmed, circulates in the room, settles as it cools, and passes along the floor to the flue. Another opening near the ceiling should be made (but kept closed in the winter) to carry off the warm air in summer.

3. Whether you have ventilating flues or not, in your room, use the windows. You cannot open them directly, in cold weather, for the draft. Open them, but cut off the draft by a simple contrivance. Have a board, five or six inches wide, hinged to the outside of the bottom of the lower sash; so that when the sash is down the board will lie outside upon the sill, but when the sash is raised a little, the board will stand on edge in the gap. This will cut off the direct draft, but the outside air will pass up between the cross bars of the sash, where they lap over each other in the middle of the window. Several windows treated in this way will furnish an immense quantity of fresh air, without any draft, and the expense is almost nothing. Pupils should not sit very near the windows, in any case, for the air is cooled by the glass and falls upon their heads and shoulders.

4. Make especial effort to renew the air at stated times; before school, at each intermission, and after school. It is not sufficient to "cool it off;" let the wind blow through it and search out every corner, and sweep it clean of impurities. Have the floor and furniture frequently washed and a thorough cleaning of walls and ceiling at least every year.

5. Teach the children to be cleanly in their habits, to keep their feet well washed, as well as their hands, and to wear clean clothes next the skin even if the outer garments have to be shabby. The amount of pure air required each hour in a school room depends upon the kind of pupils as well as the number. For clean, healthy children, perhaps not more than one-half as much will be needed, as for the same number of dirty and diseased. But we need not fear of having too much for any class. The nearer we can come to the purity of the outside air, without exposure to cold and draughts, the healthier the children will be, and the better will they study.

SOME NEWSPAPER ENGLISH.

To the Editors of the Weekly:

The Standard of Nov. 21 contains the following paragraph: "Will our neighbor of the *Tribune* please either to justify, or to abandon the use of the plural in chronicling 'leave of absence in the army.' We credit him with too much respect for pure English to believe that he would say *leaves* of absence, if he did not think the expression correct—which we most emphatically *do not*." I do not know that the request has been complied with; I therefore refer to it.

A "leave of absence" is usually a *written* permission to be absent. If we may say all *wines*, all *whiskies*, all *sins*, all *vices*, all *virtues*, why may we not, for convenience, say all *leaves* of absence, all *leaves* to plead, all *rights* of way, and all *tickets* of leave?

The *Tribune* will not, perhaps, "please either *to justify* or to abandon the use of the plural," merely because "we most *emphatically do not*" *think* that it is correct. Will the *Standard* please to demonstrate that it is *incorrect*?

The *Standard* may not contain as many examples of "bad English" as some other Chicago newspapers, but the following are in the above-named number. This sentence is in the first article: "Those gentlemen over sea who give us this advice, would scarcely, we fancy, feel like enforcing it, as to some of the races alluded to at least, by *themselves* leading the way." This sentence might be improved thus: The gentlemen beyond the sea that give us this advice, would scarcely, we fancy, be disposed to enforce it, at least as to some of the races referred to, by leading the way. The subject of the progressive infinitive (or participial) clause, used substantively, is always in the *possessive* case. *Their* may be expressed or it may be omitted, in this sentence.

And this: "Since that the same work has had fierce collisions with Johnson's Encyclopedia, which—the collisions we mean—it survives," instead of "which collisions it survives." And this: "No one has," he said, "a higher idea of the historical method than he had." It should be direct, as: He said, "No one has a higher idea of the historical method than I have," or indirect, thus: He said that no one had a higher idea of the historical method than he had.

The number dated Dec. 26 contains the following:

1. "We italicize sermon because an English exchange questions if the good Dr. will be as catholic at home as he was in New York, to recognize that as a sermon which," etc:

The employment of the conjunction *if* for the pronoun *that* destroys the sentence, and the sentence corrected would end with the word New York.

2. "Prof. Crookes of radiometer reputation and *the* editor of——*is* charged," etc. *The* denotes another *man* instead of another *title*.

3. "The story has no other purpose *but* to amuse." *Than* to amuse.

4. "How would the people of Savanah like *us* to send them down a Jack Frost," etc. They might like us *for sending*, or like *our sending*. They could not like *us to send* (to) them *down a Jack Frost*.

Jan. 30. "Who wouldn't be 'the man of one book,' if that *was* Bartlett's Familiar Quotations?" If that *were*, etc. J. F. RANSOM.

FLORENCE, NEB.

SOME OLD "EXAMPLES."

To the Editors of the Weekly:

A constant reader begs a small place in the columns of your valuable paper. Will you please ask some mathematical friend of yours to solve by the method of quadratics, the two following examples, viz:

(1)	(2)
(1) $x^2+y=11$	(1) $x^2-y^2=24$
(2) $x+y^2=7$	(2) $x^2y+xy^2=110$

Very Respectfully, "S."

CHARLOTTE HALL, Jan. 29, 1879.

The first of the above examples, and other similar ones, were discussed at length in the WEEKLY, during 1877, but as there are many new new readers now, we give place to them again.—EDS.]

Educational Intelligence.

EDITORS.

New England—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
Colorado—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.
Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
Illinois—Prof. John W. Cook, Illinois Normal University, Normal.
Indiana—J. B. Roberts, Principal High School, Indianapolis.
Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.
Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.
Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.
Nebraska—Prof. C. B. Palmer, State University, Lincoln.
Michigan—Henry A. Ford, Kalamazoo.

CHICAGO, FEBRUARY 27, 1879.

THE STATES.

NEBRASKA.—Hebron has a high school pupil who walks from home five miles daily.

The Omaha *Herald*, with a stupidity equaled only by that of Gov. Robinson of New York, argues that the Normal School at Peru should be abolished, that State Supt. Thompson should resign, and that nothing should be done for public education beyond the primary schools. We cannot believe that the Nebraska Legislature will be so blind to the best interests of the state as to check in anyway the prosperity of its higher educational institutions.

There is an "investigation" now in progress at the University of Nebraska, which is said to be the outgrowth of a persistent effort on the part of two or three of the faculty to engraft their ideas into the management of the University. It is reported that some of the professors had, through European travel, imbibed broad ideas of liberality, and wished to engraft customs of European colleges upon this young university, and the opposition to these views by Chancellor Fairfield has been the chief cause of dissension.

MISSOURI.—The Court of Appeals Feb. 11, in the application for an injunction to restrain the Board of Education from teaching foreign languages and ornamental branches in the public schools, decided that the whole matter is in the hands of the Legislature, and that the courts have no powers in the premises.

PENNSYLVANIA.—The Erie *Gazette* thus speaks of the valuable services of Mr. H. S. Jones as superintendent of the public schools of that city:

"The Erie schools have grown up under the care of the present superintendent, from a very inferior grade until they rank second to none in the state. Mr. Jones has devoted his life to this work, and though the complexion of the School Board has changed with each succeeding year, yet his was still the guiding hand that has piloted our public schools through every danger and placed them in their present high rank, and at the same time kept down expenses, so that the average cost per scholar in the Erie schools *is lower* than in most of the public schools in the country."

The statistical exhibit made shows that the schools are conducted as economically as any in the United States. Their total expense per year is $70,000. The district is one of only six in the state wholly out of debt, and with a handsome balance in its treasury, amounting to about $15,000.

KANSAS.—Pursuant to a call from the State Superintendent, about forty of the county superintendents assembled in convention in Topeka, Tuesday, Feb. 11. Supt. Billings, of Riley county, was chosen chairman, and Supt. Ira Fleck, of —— county, secretary. The first two days of the session were devoted largely to the revision of the school laws, and the third day to the general discussion of various educational topics. The meeting was very interesting and profitable, and no doubt each superintendent who attended will return to his work in his county with an increased enthusiasm.—*Educationalist.*

The school lands of Kansas amount to about 3,000,000 acres of land, considerably larger than the states of Rhode Island and Delaware put together, and as large as Connecticut.

Prof. John Wherrell is making the Kansas Normal School a success. No one knowing Prof. Wherrell will be surprised. The successful manner in which he conducted the normal at Leavenworth is sufficient evidence of his ability.

The schools of Hays City have an average daily attendance of one hundred and fifty pupils. Five years ago this was a rough, boisterous, border town. Now it has a large and commodious school-building, good society, and is prosperous. The schools are, and have been for the past four years, under the charge of R. B. Spitler. Dr. D. Gauchenauer, Ellis, Ellis county, is County Superintendent.

CALIFORNIA.—The California Constitutional Convention has so amended the educational article as to exclude all foreign languages from the primary and grammar schools of the state. It also provides that the text-books adopted shall continue in use for not less than four years. It declares the University to be a "perpetual institution of this state;" its officers are to hold office for such time as the Legislature may prescribe. It is to be kept from all political influences.

Chinese children are not permitted to enter the San Francisco public schools. Those who have embraced Christianity are taught in the Union Mission in the old Globe Hotel. The school has two sessions, one conducted by an American woman, the other by Hung Mung Chung, a fine Chinese scholar, and said to be a lineal descendant of Confucius. Last year Hung Mung Chung was baptized and became a member of the Protestant Church for Chinese. Each session of the school is closed by singing and repeating the Lord's Prayer—in the morning in English, in the afternoon in Chinese.

WEST VIRGINIA.—*School and Home* comes from Huntington—a new journal for teachers, edited and published by Rev. L. B. Madison and W. S. Murrill. Price per year, 50 cents. It is gratifying to see the general interest in educational matters which is felt by the educators of this young and enterprising state. West Virginia has also a vigorous and valuable *weekly* journal of education, published at Morgantown.

COLORADO.—The school at Castle Rock, under the management of Prof. Palmer, is doing good work. Classes are so numerous, however, that proper time cannot be allotted for thorough class drill.

L. S. Cornell, county superintendent of Boulder county schools, reports that the county is divided into forty-three districts, employing, when all the schools are in session, fifty-one teachers. Only a few districts are now without schools. The progress during the past year is satisfactory. The school boards in most of the districts labor faithfully for the improvement of the schools, and realize the necessity of well-qualified teachers, and school houses properly furnished.

INDIANA.—Prof. Bell, editor of the *Indiana School Journal*, has been collecting some valuable statistics well calculated to meet the absurd theory of some, that high schools are educating the children of the rich at the expense of the poor. Reports were received from 21 cities and towns of the state, that are maintaining free high schools. The following averages are obtained from these reports:

Per cent of patrons who have no assessed property	13
" " " paying tax on less than $500	36
" " " " " " " " $1,000	50
" " " " " " " " $5,000	83
" " " " " " " " $5,000—$10,000	8
Per cent of orphans or children of widows	16
" " " " " manual laborers	40
" " " " " professional men	11
" " " " " agents, clerks, and other salaried men,	20

The Indianapolis high school shows the following:

Per cent of patrons who pay no tax	17
" " " " " on less than $ 500	51
" " " " " " " $1,000	57
" " " " " " " $5,000	77
" " " " " on more than $10,000	11
" " children of widows or parentless	16
" " " " manual laborers	25
" " " " agents and clerks	21
" " " " professional men	8

In Indianapolis the man who is assessed on $10,000 worth of property pays but three dollars toward the support of the high school annually. Let us have similar reports from other states. In dealing with this question, knowledge is power, and men who have been clamoring for the degradation of our public school system will pause, at least it is to be hoped that some of them will, before they deprive one-half or more of the present attendance upon high schools, of the possibility of going beyond the arithmetic and fourth reader.

WISNONSIN.—Supt. O. S. Westcott, of Racine, has been appointed a member of the Visiting Committee for the River Falls Normal School, *vice* Prof. Nicodemus, deceased.

W. A. Kellerman, professor of natural sciences in the Oshkosh Normal School, has presented his resignation, to take effect at the close of the spring term. He visits Europe next year. Prof. Waldo Dennis, of Ohio, is appointed his successor.

Prin. A. R. Sprague, of Evansville, has opened a vigorous educational department in the *Citizen Review*, of that place.

The Ninth District Public School building in Milwaukee has lately been greatly enlarged, and the new hall dedicated with appropriate ceremonies. The "Anvil Chorus" was given by 150 little girls, and the principal, Mr. Hillmantel, delivered an address. It is worthy of remark that he has been connected with the schools of the city twenty-two years.

The superintendent of Walworth county lately sent full directions to his teachers for preparing work for the educational exhibit next fall at the fair. February 26 was the day for examination in ungraded schools.

A teachers' literary society has been organized in Manitowoc county, by the superintendent, with 40 members.

The next annual meeting of the state Teachers' Association will be at LaCrosse. It will doubtless be held early in July, and the city may be expected to treat the members in attendance right royally.

The revised statutes leave off "of Public Instruction" from the title of our chief educational officer and call him simply "State Superintendent."

The Institute Syllabus for this year embraces the third part of a course of study adopted two years ago. The course has worked well, if not perfectly, and the work is in a thoroughly intelligible condition, so that its good points can be reinforced and its defective ones amended.

We are indebted to the February *Journal of Education* for the core of many of the above items.

ILLINOIS.—The prevalence of scarlet fever at Galesburg has nearly, if not quite, closed the public schools.

Supt. J. W. Palm of Henry county has resigned his position as head of the schools of that county, and Mr. A. M. Linn has been appointed to fill the vacancy. Mr. Palm becomes editor of the *Mount Pleasant Journal*.

Forty-five years ago the place was called "Tuck Chicago." Tuck, in the Indian dialect, means wood or timber, and Chicago, gone, absent, or without. The word Tuck Chicago signified, therefore, the waste prairie, or literally translated, "wood gone." Mr. John Jenkins, an old resident of Momence, Ill., says that when he was a boy he was as familiar with the Indian's tongue as with his own language, and that the above may be relied upon as correct. They were surrounded by Indians at that time, and his father was the first white man who raised a crop of corn in Cass county, Mich., which was in the year 1825. The usual definition given to the word Chicago is entirely erroneous.—*Potter's American Monthly.*

IOWA.—Mrs. Martha Sinclair, of Des Moines, has been elected Assistant Preceptress in the State Agricultural College.

The second session of the Western School of Languages will commence at Grinnell July 8.

The University seniors are to complete the preparation of their commencement orations by the first day of the spring term.

Dr. H. J. Detmers, formerly Professor of Veterinary Science in the Iowa State Agricultural College, has been appointed government inspector of cattle at the Union Stock Yards, Chicago, and has entered upon the duties of his office.

Prof. James McNaughton, superintendent of the Cedar Falls schools, gets a salary of $1,500 a year.

The State Reform School at Eldora has 179 inmates. Good health seems to prevail at this institution, as the physician's bill for this year amounted to but eleven dollars.

Miss Abbie Cochrane has resigned her position as teacher in the Davenport schools, and has gone to Monterey, Mexico, to take charge of a mission school.

Prof. J. M. Mansfield contributes interesting "Science Notes" to the Mt. Pleasant *Free Press*.

The Clinton school board has introduced Robinson's *Elements of Arithmetic* as a text-book in the schools of that city.

Supt. Sabin reports for the month of January 125 cases of tardiness, an average attendance of 1,253, and an enrollment of 1,452 pupils.

There are at present 1,500 pupils enrolled in the Council Bluffs schools. About 1,000 of these belong in the primary classes, 400 is the grammar department, and 75 in the high school. The *Nonpareil* says: "Great improvement has been made both as to the character and amount of work done in the lower grades. It is well that it is so, for to them more than 50 per cent of the children must look for their entire school education. Parents and others will find that a few hours spent in the rooms with their little ones will be of interest and profit to themselves, as well as encouraging to pupils and teachers. A more intimate acquaintance of teacher and parents would be of great value to the work."

Hon. C. W. von Cœlln, Prin. L. A. Rose, of Davenport, and Supt. R. M. Ewart, of Delaware county, were appointed by the State Teachers' Association, to prepare a course of study for Normal Institutes for 1879.

KENTUCKY.—*The Student*, published at South Carrollton, has been enlarged, and now assumes to fill the place of a general educational journal.

OHIO.—It is said that $50,000 has been promised to Oberlin College by one friend, provided a like amount is raised by others. The object of increasing the endowment by $100,000 is to do away with the necessity of having to raise $10,000 annually by subscription for current expenses.

DELAWARE.—The money received for school purposes in Delaware last year amounted to $98,843.38. The amount expended was $93,623.09, of which sum $61,334.36 was paid out for tuition.

NEW ENGLAND.—An evening drafting-school, with several pupils, has been opened by George A. Hines, at Brattleboro, Vt.

The women of New Hampshire will vote for the first time at the school election this spring.

The Westfield school committee's report will only be for 11 months, as they closed their accounts February 1, but they have expended $18,650 out of their $20,000 appropriation. Salaries of teachers were $15,000, fuel, $869, supplies, $583, care of buildings, $968, and repairs $1,179.

Drury Academy, North Adams, Mass., reports a percentage of attendance in one week of 97½, with not a case of tardiness, in a membership of 750. Truant Officer Sanford reports for the five months ending February 1 that nearly 300 children under 13 are employed in town factories, but a notice served on employers has been sufficient, so that no suit has been necessary. The officer has forced a number of children found on the streets into attending school.

MICHIGAN.—Chas. E. Bersee, a teacher in Millington, Tuscola county, challenges any other teacher in the county to allow his or her pupils to undergo an examination with those in his school of corresponding grades.

The Evart people are still at loggerheads over the proposed union school house.

A teachers' class was organized in connection with the Pontiac High School Feb. 17.

A. L. Duel, principal of the Mt. Pleasant union school, was recently admitted to the bar.

The total enrollment in the Kalamazoo schools during the month of January was 1,590, and the number in attendance was 1,376.

Miss Grace Bradley, formerly a teacher in New Buffalo, has received the appointment of matron in the state public school at Coldwater.

The Ypsilanti *Commercial* urges upon the school board of that city the necessity of taking steps toward making the high school more efficient.

Mrs. M. L. Snyder, for the past year a teacher in the schools at Grand Haven, has resigned her position and returned to her home at Cedar Falls, Iowa.

The Superintendent of Public Instruction is arranging to hold quite a number of teachers' institutes during the week of the spring vacation, beginning March 31.

At the board of education meeting at Detroit, Feb. 10, the committee on teachers reported the resignation of Miss Lumsden, of the Irving school, and the appointment of Anna Armstrong to fill the vacancy. Also that leave of absence had been granted to Miss Finny, of the Cass school, with Mattie A. Wilson as substitute. Miss Rachel A. Malcomson was appointed assistant in the high school. Secretary Pittman reported $103,582.03 bank balance on hand. The special committee on examination reported that out of 185 candidates, 147 passed for the high school with an average percentage of 75.

Ann Arbor insures its city school houses for $60,000.

CORRESPONDENCE.

GOVERNOR ROBINSON AND THE PUBLIC SCHOOLS.

To the Editors of the Weekly:

I have read with some care, in a late issue of the WEEKLY, an extract from a message of Governor Robinson, of New York. I am not at all surprised at the position assumed by the Governor toward free high schools, for I remember that two years ago or more he made war on the normal schools, and has, I think, in all his messages advanced the same arguments substantially against high schools. His efforts against the normal schools were not crowned with very great success, and my impression is that he will meet with the same success in his opposition to free high schools. What the Governor says on the subject is not argument, but assumption. He does not tell how taxing to support high schools is "legalized robbery," but leaves us to take his mere "ipse dixit." He simply criticises with a degree of vexation the existing order of things without substantial argument. What he says is tantamount to an expression of hostility to the whole American public school system; or, to state the case differently, it is an expression of hostility to the thorough education of the laboring classes. Mr. Robinson is well aware that, with no advantages but private schools and academies, only a limited number could receive intermediate and higher education, and under such circumstances, intermediate and higher education would be monopolized by those able to pay the tuition. The worthy Governor of the Empire State is fearful that, if these laboring classes get a fair education they may become discontented with their lot in life—an insinuation which is an insult to every laborer in America. Perhaps he is afraid that some of them may aspire to be governor of the state of New York. That would be awful! especially if, after becoming governor any of them should recommend the destruction of the school system by whose aid he had risen. His excellency, Governor Robinson, is perfectly aware, or ought to be, that the stay, support, and strength of the whole public school system is the high schools connected therewith, and that, if these high schools were destroyed, the whole system would be a dead carcass. He knows that, or I have given him credit for too much intelligence. His views, expressed in his message, are the expiring groans of an aristocratic notion exploded years ago. Destroy the high schools of the state of New York, and the common school system of that state, over which Fourth-of-July orators have made themselves hoarse in sounding its praises, would be simply a laughing stock. It would, I have no doubt, take more than three quarters of the best teaching force out of the system, and would destroy its respectability in the eyes of the whole community. If the destruction of the common school system is what the Governor is really aiming at, I must confess that he fully understands his business; he knows the process by which the thing is to be done.

Governor Robinson desires that the children of the masses, so he says, should have a good, substantial education which will fit them to discharge their duties as citizens. He does, does he! I am surprised!! But what are to be their duties as citizens? Is it to work on a farm, in a store, in a carpenter shop, to be a lawyer, a physician, a clergyman, or a teacher? Can this modern Solomon tell? We should like to know. And we should also like to know precisely what a good, substantial education is? Who is going to tell? Will His Excellency please rise and explain.

Mr. Robinson, in the righteous providence of God, is the governor of a great state, whose political power, wealth, and commercial importance are not inferior to those elements of greatness in any other state of the Union. Her metropolitan city ranks with the great commercial and financial centers of the world. Her commerce cleaves every wave. Her public libraries and educational institutions are the pride of the country, and are calculated to excite emulation and promote the cause of civilization and the happiness of man. Her bankers and merchant princes live in almost regal splendor. Her people are not surpassed in intelligence and enterprise by the same number of people in any state on the habitable globe. Yet Governor Robinson gravely and deliberately, from the executive chair, in an annual message to the legislators of this mighty state, advises them to destroy by legal enactment the nine normal schools and the one hundred and fifty, more or less, high schools that have done so much to give New York the proud eminence she holds among her sister states. Surely such a course is inexplicable. Does the Governor really think that, by recommending such a suicidal act, he is acting in strict accord with the oath which he solemly took in presence of Almighty God, when he entered upon the duties of the magistracy to which the people of New York elected him?

B. M. REYNOLDS.

NORTHFIELD, MINN., Feb. 8, 1879.

A SUGGESTION AS TO CHANGE OF LETTERS.

To the Editors of the Weekly:

The article on the Spelling Reform, by R. H. Carothers, A. M., copied from the *Pennsylvania School Journal* into THE EDUCATIONAL WEEKLY of last week, was an admirable exposition of a very important progressive literary measure. It must forcibly strike every intelligent mind, upon a very brief study of the subject, that our spelling is utterly devoid of uniformity—not systematic at all—rendering it absolutely necessary to commit to memory both the spelling and pronunciation of each and every one of the thousands of words we use, including even those of but one syllable, in order to be an accurate speller.

Were this a necessity, it might be endured in the future as it has been in the past; but the intelligent, inquiring, and practical minds of the age are awakening to the fact that it is only needed to educe and adopt a simple *system* that shall give to each sound a particular letter, and invariably use that letter to produce that sound, to render spelling more easily and thoroughly attainable in one year than it is now in five. Suppose it takes eight or ten more letters, what is a week's additional time in learning the *tools* to spell with, in comparison with committing to memory the outlandish peculiarities in the spelling of thousands of words with *inadequate tools*?

The main additional essentials to uniformity and systematic spelling are distinctive long and short vowels, also broad *a*, and double-*o*. It would be very simple and easily learned to designate long vowels by a horizontal line across the center, and broad *a* and double-*o* by a similar line across the top. For the sound of *u* in *fult* (which is distinct from double-*o* in *fool*,) we already have the *w*, and in the majority of cases in its present use, as in wind, work, etc., it has exactly that sound.

As for consonants, no additions would be needed, except for the sound of *th* in "this." For *th* in "thin" our present *t* and *h* are appropriate, and for the before-mentioned sound of *th*, an *h* might be simply crossed near the top, representing a combined *t* and *h*, which might be named "the," and used alone for that oft-used word, as well as in combination with other letters for the required sound of *th* in "this."

For the sound of *ch* soft in "child," "chair," etc., our present *c* and *h* would do, because using *h* for both *c* and *ch* hard, and *s* for *c* soft, there would be no other use for *c*, unless in the Latin abbreviation, etc., where its use would not cause confusion.

As *kw* would perform all the offices of *qu*, (*q* is never used except with *u*), and as *k* and *w* we must retain, *q* may be discarded altogether. So may *x*, its office being performed by *k* and *s*; also *y*, its office always being performed by *i* short—a letter that is indispensable, while the *y* is not. While it might seem a little odd at first to spell *yard iard*, why should it, when we have always spelled that sound in *bil/iard* just in that way? also the sound of *yun* in *young*, *ion* in spelling *million*? It would not take long to become accustomed to spelling *young*, *iung*.

All told, then, to have letters to represent every required sound in spelling, we would have to add long and broad *a*, long *e*, long and double *o*, long *u*, and a character for the sound of *th* in "this," "other," "with," etc., making in all seven new characters. Then discarding *q*, *x*, and *y*, also *ff*, *ffl*, and *ffi*, (double consonants not being required), we would have only one more letter to be learned than at present.

Some of the changes above suggested differ from some of those suggested in the article referred to above. Perhaps they are not an improvement. Let the reader study the subject well, and zealously use his influence not only to bring about this great reform in spelling, but to induce the adoption of the simplest effectual system attainable.

WM. M. DOTY.

CHICAGO, ILL.

THE NATIONAL BUREAU OF EDUCATION.

To the Editors of the Weekly:

In the WEEKLY of Jan. 30 is an editorial entitled "The National Bureau of Education." In this article you have assumed an offensive position and pointedly assailed the management of that portion of the Department of the Interior. Why did you do so? Was it for the purpose of improving that management? You complain that the Bureau is not strong in the estimation of the people as represented by Congress. I must conclude that the WEEKLY, believing in the failure of Gen. Eaton's management to accomplish all that ought to be accomplished, seeks for the improvement thereof by public attack. With public institutions this is the common method of dealing, but it is questionable whether more harm than good follows such proceeding.

It may be that some of the efforts of the Bureau are such as you in Chicago or we in Denver fail to appreciate. I confess that I should prefer to read a

circular relating to the detailed work of American schools than one on the system of Japan; that I would rather read of Mr. Rickoff's work and wants in Cleveland than a paper on "Cooking." But when I received these, I remembered that men of my line of teaching were but a small part of the great public that look to the Bureau for information, and so laid them aside for those who were interested in Japan and cooks.

Your own experience must have taught you of the annoyance and futility of local press attacks upon a public school system. A writer, grieved by some personal outrage, seeks redress through the public press, and knowing but a little of the entire system, condemns the whole, because a part is bad. Better have sought a cure by a personal interview with the management, than to assail the whole. I do not mean to say that the WEEKLY has not used other and private methods to correct what it calls the weakness of the Bureau, but I submit whether a public attack is not likely to make it still weaker.

We have enemies enough already. Selfish rich men, ardent denominational men, childless and wealthly millionares, the Roman Catholic Church, together with the Gov. Robinsons,—these combined, although having not a single interest in common, united against public schools, make a force to combat that makes union of friends necessary to the greatest success.

Many have felt, for a long time, a longing for more from the Bureau of Education than they have received. My personal correspondence with the Department has usually been promptly answered, sometimes by sending that for which I asked, and often by saying that lack of funds prevented the Bureau from compiling or printing desired documents.

I fail to see the harm of an organized lobby in the interests of the Bureau, in fact I am inclined to believe that the weakness of such a lobby is the secret of the weakness of the Bureau. Deprecate it as we will, the fact stares us in he face that the merits of a case will not procure favorable legislation. Each Senator and each Representative in Congress has among his constituency dozens and hundreds of teachers. This is the force that, united and used, will place the Bureau of Education on a substantial basis. These representatives need but to be asked by a respectable portion of their constituency to approve of the maintenance of the Bureau, and their support will be forthcoming.

Mr. Editor, this is the way in which other bureaus are maintained, and this is the way to support that of education.

The few superintendents that are able annually to meet in Washington do well to consider "questions of strengthing the National Bureau of Education," but their force is weak compared with the potency of that which can be used by the thousands of school men and women of the country, and with that which can be exerted through the educational press. I count the influence of the WEEKLY to be greater than that of any other educational journal. Its readers are well scattered over the entire Mississippi valley. They number among their representatives in Washington a large majority of both houses of Congress. Let us work together. AARON GOVE.

DENVER, COL., Feb. 20, 1879.

SCIENTIFIC COOKING AT LASELL SEMINARY.

To the Editors of the Weekly:

Permit me to make an additional suggestion in reference to our Object Lessons in Cooking. We are not beginning the work; we are completing the second year, and have satisfied ourselves of the practicability and desirableness of it *for our school.*

The work is done only on Saturday afternoon, and does not interfere with what is considered usually to be regular school work. Simply as furnishing the healthfulness of variety and diversion, in the country, in winter, this work is of value; but there has been enthusiastic interest in it in other ways.

The skill and perfection of Miss Parloa's work is rarely seen, so far as we know, in home kitchens, and suggests what house-keeping, and so-called kitchen drudgery, may become when a woman brings to it health, will, and intelligence. Is it less practicable to place this subject in some desirable completeness before the average school-girl mind, than to give some serviceable notion of chemistry? Has it more technical terms and methods? Is it less comprehensible when a cook demonstrates the principles of her art at a table with all her materials at hand, with exact deftness, than when a chemist follows the same general method? Why should it be superficial in the first case, if not in the second?

In reference to French names and fancy dishes, we may say, first, that the previous course before our school had more "plain and substantial" dishes; still we think this has a large proportion of the same in broiled meats, fowls, game, fish, sausages, stews, etc. Since the best art in cooking is French, many French terms have passed into quite general use, and are understood; the term usually indicates the method more concisely than the English.

The bread lesson, owing to the time necessary for the yeast and "rising," is a separate lesson; other dishes require a part of two days and appear incomplete in the list. A lesson has sometimes the appearance of being wholly fancy dishes for the convenience of freezing various combinations at the same time, or other reasons which are simply matters of convenience for the house. The material is always within the range of the usual stores of a boarding school.

We think an inspection of our work would obviate many objections. It is thorough, simple, and useful; the girls make note-books, and report success in summer vacations at home, and parents without exception express approval.

C. C. BRAGDON, Principal.

LASELL SEMINARY, Feb. 20, 1879.

THE RIGHT OF SUSPENSION FOR ABSENCE.

To the Editors of the Weekly:

Hon. James P. Slade's interpretation of school law, as set forth in No. 103, does not correspond exactly with the decisions of the courts.

About five years since, there was adopted this rule in one of the schools in Fulton county of this state:

"Any pupil absent four half days, and two times tardy shall be equivalent to one half day's absence, in four consecutive weeks, shall be suspended by the teacher, unless such absence shall be satisfactorily explained by a written excuse from the parent or guardian; and such pupil shall not enter school again until reinstated by the directors."

A pupil was suspended under this rule. The father carried it into the cir cuit court; and Judge Higbee, then presiding, said the pupil could not be suspended for such a cause. The case was not taken to the Supreme Court, and there this matter stands, so far as I can ascertain.

Now if this decision is of any weight, written excuses cannot be required of parents under the law.

Undoubtedly, if pupils are sent to school by their parents, but play truant repeatedly, then they can be suspended for demoralizing the school. But if the parent keeps a pupil from school, or causes him to be tardy, I see no remedy, as it is not the fault of the pupil; and I know of no law in morals or in the civil code that compels the innocent to suffer for the guilty; *i. e.*, make the pupil suffer for the parent's fault.

No teacher has any right to keep pupils after school to make up neglected lessons against the parent's wishes. I take it that a parent may send his child to school at any time during the school day, and be sustained by the law, provided there is no flagrant endeavor on the part of the parent to disturb the school. D. H. PINGREY.

BLOOMINGTON, ILL., Feb. 15, 1879.

HAVE DIRECTORS IN ILLINOIS THE POWER TO ESTABLISH HIGH SCHOOLS?

To the Editors of the Weekly:

John H. Loomis, in his reply to my letter, has not given the whole decision in *Rulison vs. Post* 79 *Ill.* 567. On page 572 of this decision, paragraph second, the Supreme Court says in plain words, that directors have not the power to establish high schools. There is not a lawyer in Christendom, on reading that whole decision, that would conclude that high schools can be established and supported by public taxation.

I advise those that want to know of this matter under consideration, to go to any lawyer's library and get the 79 *Ill.* 567, and read the whole decision. If Prof. Loomis was before a court, he would be severely lectured, if not fined for contempt, in presenting part of a decision, in order to lead the court astray and to make his point.

If he ever intends to practice law, he certainly must reform his presentation of authority on legal points, or come to grief.

D. H. PINGREY.

BLOOMINGTON, Ill., Feb. 1, 1879.

During the past season Dr. Hayden has discovered three glaciers in Wyoming Territory, upon the eastern slope of the Rocky Mountains, as announced to the National Academy. The first lies on the east side of Wind River Peak, and is 900 yards in length, with an average breadth of 500. The other two are situated on the east side of Fremont's Peak—the upper one hugging the base of the peak and covering an area of one and one-fourth square miles; the lower about three-fourths of a square mile. Glacial markings in the neighborhood show that these glaciers must have formed one vast mass of ice, eighty miles long by twelve miles wide, with numerous tributaries from the smaller valleys upon both sides in ancient times.

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—Our advertising department is now in the hands of Mr. G. B. Charles, a gentleman known to many teachers in northern Illinois, having once been superintendent of schools of Kane county, and previously professor at Jennings Seminary, Aurora. In spite of the fact that this is the "dull season" in advertising, Mr. Charles has brightened up our advertising columns considerably, and we expect he will furnish our subscribers some of their best and most profitable reading through these columns.

—Our readers need not be asked to notice the advertisement of Davis, Bardeen & Co., on our first page this week. The list of books published there is one of the exceptional kind. It is peculiarly a teacher's list. The enterprise of that house has brought it quickly to the front, among publishers, and the uniform excellence of their books, particularly the *School Bulletin Publications*, has given them an enormous patronage from the teachers of New York and other states.

—A very gratifying state of things may be reported for our subscription department. Scarcely any diminution in our receipts for subscriptions has yet been realized, hough the "lively season" is usually passed by the latter part of January. Indeed, the receipts from this source during the last four weeks have exceeded those of any other period of equal length since the fou dation of the paper. Many are also taking advantage of our offer to send the paper for three dollars, the money to be paid at some date after thirty days.

—For several months our readers have noticed the advertisement of Prof. G. Walter Dale in the columns of the WEEKLY. They have also been favored with two or three articles from his pen on the subject of reading. We desire to call attention to the change of his advertisement, and to speak a word in favor of the course of instruction which he proposes to furnish. The uniform success which attends all of his instruction in reading and elocution insures every one who seeks his assistance that perfect satisfaction will be realized. Those interested in the subject will do well to send to him for a prospectus of Chicago School of Oratory which will furnish full information respecting prices, dates, etc.